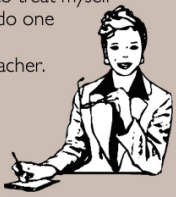


1


Sometimes I like to treat myself
at work and just do one
thing at a time.
Oh, wait, I'm a teacher.




your cards
someecards.com

2

Standards-based Curriculum



- Designed with an overall end in mind; the focus is on what learners should be able to do
- Focus on transfer; independent performance allowing learner to handle new situations on their own
- Allow for the integration of essential skills
- Do not tell teachers what to teach; do not offer a list of topics or skills



COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Adapted From Common Core Standards to Curriculum – Five Big Ideas
McTighe and Wiggins

3


They come to understand other perspectives and cultures.



Communication: knowing how, when and why to say what to whom

4

Common Core



COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER


- Balance of Informational and Literary Texts
- Close Reading of Increasingly Complex Texts
- Use of Evidence-Based Arguments
- Interaction with Multiple Print, Auditory, and Visual Sources

5

Common Core State Standards for English Language Arts and Literacy

Distribution of Literary and Informational Passages
by Grade in the 2009 Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%




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6

Common Core Writing Standards

- Three types of writing
- The writing process
- The quality of student writing
- Writing as integral even for very young students
- Writing across all disciplines and for real purposes



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*Pathways to the Common Core
Accelerating Achievement
Calkins, Ehrenworth, Lehman*

7

Writing 2011

Target Percentage Distribution of NAEP writing tasks

Communicative Purpose	Grade 8	Grade 12
To persuade	35	40
To explain	35	40
To convey experience	30	20



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PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

8

Global Challenges: Education

Why can't all children go to school?




Aide et Action



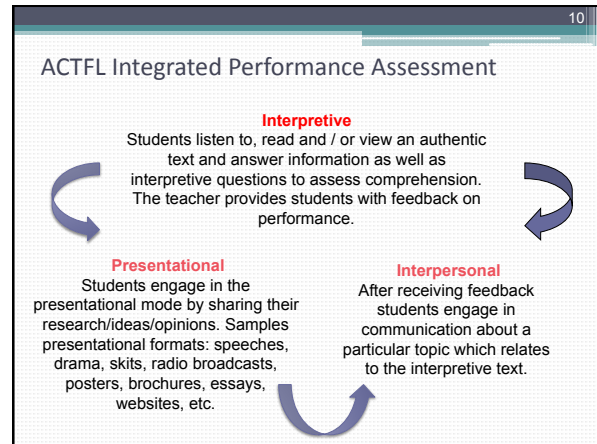
Apprends-moi à écrire !



unicef

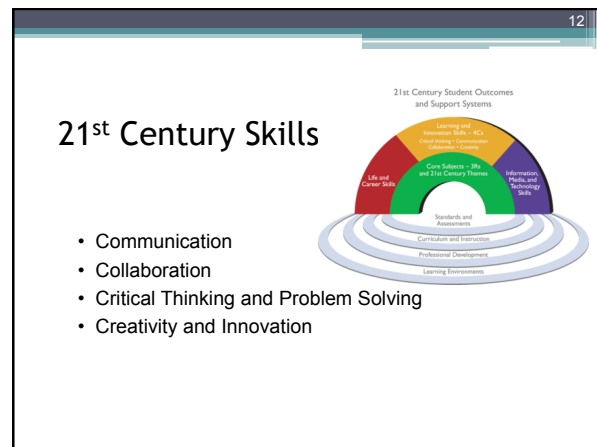
RELAY

Language and Level / Grade	French – Novice High → Intermediate Low
Theme/Topic	Global Challenges: Why can't all children go to school?
Enduring Understanding	Education is a basic human right.
Essential Question	Why can't all young people go to school?
Learning Scenario	Students will consider the current educational status of young people locally, nationally and globally. They will be able to give reasons why education is a basic right saying why it is important for themselves and all young people to have an education. They will consider reasons why young people cannot go to school and will give examples of initiatives that support schooling for all young people around the world. They will consider how schools are similar and different around the world comparing daily and yearly schedules. Finally, they will connect with another school identifying ways to help or increase collaboration with that school.
What should learners know and be able to do by the end of the unit?	



Standards-based Performance Assessment – Education – Why can't all children go to school?

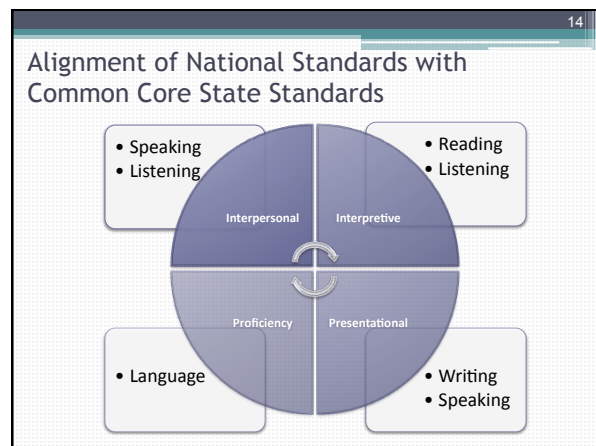
Interpretive Mode Learners watch a movie about a young girl in Senegal who cannot go to school. Afterwards, the learners will list the reasons that she cannot go to school based on the film, and evaluate the accuracy of the film based on background information on why children cannot go to school.	Interpretive Mode Learners read an article giving reasons why all children should go to school. They categorize the reasons given by completing a graphic organizer.	Interpretive Mode
Presentational Mode Learners work in groups to design a plan for continued collaboration with a school in (x); groups share their plan with other groups in class in order to select one plan to pursue.	Interpersonal Mode After the class selects a plan, learners will meet in small groups to discuss that plan. They will decide how to implement the plan and how to involve other classes/schools/community in the collaboration.	



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Education – 21st Century Skills

<p>Interpretive Mode Learners watch a movie about a young girl in Senegal who cannot go to school. Afterwards, the learners will list the reasons that she cannot go to school based on the film, and evaluate the accuracy of the film based on background information on why children cannot go to school.</p>	<p>Interpretive Mode Learners read an article giving reasons why all children should go to school. They categorize the reasons given by completing a graphic organizer.</p>	<p>Interpretive Mode</p>
Communication – Collaboration – Creativity – Critical Thinking		
<p>Presentational Mode Learners work in groups to design a plan for continued collaboration with a school in (x); groups share their plan with other groups in class in order to select one plan to pursue.</p>	<p>Interpersonal Mode After the class selects a plan, learners will meet in small groups to discuss that plan. They will decide how to implement the plan and how to involve other classes/schools/community in the collaboration.</p>	



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Interpretive Mode Task(s)

Education: Why can't all children go to school?

<p>Learners watch a movie about a young girl in Senegal who cannot go to school. Afterwards, the learners will list the reasons that she cannot go to school based on the film, and evaluate the accuracy of the film based on background information on why children cannot go to school.</p>	<p>Learners read an article giving reasons why all children should go to school. They categorize the reasons given by completing a graphic organizer.</p>	
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Sample Interpretive Domains and Common Core

The categories are pulled from the sections and directions given on the ACTFL IPA Interpretive template.

Key word recognition	R4 – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Important words and phrases	SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Main Idea(s)	R2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Supporting details	SL3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. R2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R3 - Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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Presentational Mode Task(s)

Education: Why can't all children go to school?

"For Publication"

Learners work in groups to design a plan for continued collaboration with a school in (x); groups share their plan with other groups in class in order to select one plan to pursue.

"On-Demand"

Explain your feelings and attitudes toward school. Compare your school schedule to a schedule in another country that we have studied. Comment on what would make for an ideal school experience.

18

Sample Presentational Domains and Common Core

Mundelein Traits Rubric

Am I understood?	Clarity of Purpose	W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
How rich is the vocabulary?	Vocabulary	W.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. L.6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
How organized is my writing?	Organization	W.6.3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

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Interpersonal Mode Task

Education: Why can't all children go to school?

After the class selects a plan, learners will meet in small groups to discuss that plan. They will decide how to implement the plan and how to involve other classes/schools/community in the collaboration.

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Sample Interpersonal Domains and Common Core

How well am I understood?	Language Control/Comprehensibility	L.1 - Demonstrate command of the conventions of (the target language) grammar and usage when writing or speaking.
How involved am I in the conversation?	Functions, Text type	SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
What cultural knowledge and understandings do I share?	Cultural Awareness	SL.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal (target language) when indicated or appropriate. L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Connections to Common Core –

Education: Why can't all children go to school?

Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Reading 6: Assess how point of view or purpose shapes the content and style of a text.

Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Writing 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Writing 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Speaking and Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Tool Box

Language Functions	Structures/ Patterns	Vocabulary
Compare various components of school systems/schedules		
Express attitudes toward attending school		
Express opinions on the importance of school		
Ask and answer questions to learn more about schooling in other cultures		

Tool Box

Language Functions	Structures/ Patterns	Vocabulary
Compare various components of school systems/schedules	Comparative plus de, moins de, autant de	
Express attitudes toward attending school	Subjunctive Il est important que, Il est nécessaire que, il est dommage que, afin que, pour que	
Express opinions on the importance of school		
Ask and answer questions to learn more about schooling in other cultures	Interrogatives	

Tool Box

Language Functions	Structures/ Patterns	Vocabulary
Compare various components of school systems/schedules	Comparative plus de, moins de, autant de	Les droits de l'enfant Manquer de formation
Express attitudes toward attending school	Subjunctive Il est important que, Il est nécessaire que, il est dommage que, afin que, pour que	Aller à l'école/ Assister aux cours Réussir/échouer L'alphabétisation
Express opinions on the importance of school		Obligatoire/ facultative
Ask and answer questions to learn more about schooling in other cultures	Interrogatives	La guerre, la religion...

Tool Box		
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Express opinions on the importance of school		Obligatoire/ facultative
Ask and answer questions to learn more about schooling in other cultures	Interrogatives	La guerre, la religion... <i>...not merely thematic vocabulary lists</i>

Importance of Authentic Texts

Authentic Text – text written by speakers of the target language for speakers of the language



Complex Thinking – Simple Language



No soy un abrigo.

Helena Curtai

Jean and Andre

Jean and Andre are brothers. Jean is older. The two go to a school which is found less than five kilometers from their home in Paris. Although there is a difference in age of three years between the two brothers, their grade levels are only two years apart. Andre is in sixth grade.

What grade is Jean in?

Enriching Content Classes for Secondary Students (National Level)

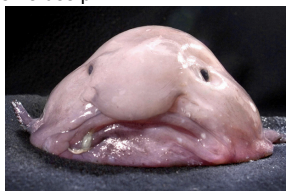
Education Systems: U.S. and France

U.S. Grade Level	France Grade Level
6	6
7	5
8	4
9	3
10	2
11	1
12	terminale



Beurk! Quelle drôle de tête! Pas de doute, c'est bien le blobfish qui a gagné l'élection de l'animal le plus laid!

Le blobfish, que l'on pourrait traduire par «poisson-tache», existe vraiment dans les eaux du Pacifique. Malgré son physique peu ragoûtant, il est en train de concurrencer sérieusement les images de chatons mignons sur internet! Et il gagne même des prix.



Beurk! Quelle drôle de tête! Pas de doute, c'est bien le blobfish qui a gagné l'élection de l'animal le plus laid!

How might you use this video in a unit on school?

- What might you do as an **interpretive** task?
- What **interpersonal** conversation do you imagine students having with others?
- What might students do in the **presentational** mode?



	si	no	¿Porque?
Es como una escuela en los Estados Unido.			
Hay muchos niños.			
Hay muchos profesores.			
Los niños escuchan el professor.			
Ellos cantan.			
Ellos van a la escuela en autobús.			
Ellos estudian ingles.			
Los estudiantes son muy contentos.			

Escuelas argentinas



Performance TOWARD Proficiency



NCSSFL-ACTFL
Can-Do Benchmarks



NCSSFL-ACTFL Global Can-Do Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.

Dear neighbors,

We are your new neighbors. Me. Haibo and my wife Donghua. We are from China, and have been in America for 2 years but in St. Louis, just 2 months. Before moved to St. Louis, we lived on University of Missouri – Columbia campus. My wife graduated and found a job here, so we moved here at the end of last year. As Chinese, we like Chinese food very much, but not America football and we do not have kids, so we should be quite. Because of the methods of Chinese cooking, there may be some smoke and smell in and around our apartment, if you feel uncomfortable, just let us know, we will maintain it as little as we can.

Let me tell you about moving. When we prepared the lugages to America we found that it is very hard to put everything we need into two 32 lb boxes which are maximum lugages each passenger can carry. But at the to move to St. Louis we are surprised how we could get so many stuffs in two year. Fortunately, my wife got more fenifit from the new job, so we hired a moving company to help us, which made work easier.

In the future years, my wife hope she can get good performance in her job, and can attain her PhD. Degree. I will be a graduate student in UMSL, and we hope we can have a baby next year.

Best regards, Your new neighbor Haibo

Level 1	Level 2	Level 3
Global Citizenship <ul style="list-style-type: none"> Personal information - name, age, numbers nationality, heritage Feelings Basic description Likes & dislikes Please, thank you 	Today's World - Profession, Technology, Chores <ul style="list-style-type: none"> to have date to be, adjectives to like - infinitive 	Family Vacations <ul style="list-style-type: none"> camping, beach, mountains family, descriptions
Growing Community - Families and Friends <ul style="list-style-type: none"> Family members activities physical and personality traits positive adjectives subject pronouns - high Countries, cities typical and regional food and beverages house/apartment, rooms of the house - activities in the house 	Travel the World <ul style="list-style-type: none"> trip itinerary, narrate trip transportation weather, what to pack, wear directions, prep. of location food in restaurants, market making purchases 	Preserving our Planet <ul style="list-style-type: none"> community service social action harming / protecting the environment
A Day in the Life <ul style="list-style-type: none"> moments associated with schooling time, days school subjects school related activity verbs social issues - war, religion, gender 	Healthy Lifestyle <ul style="list-style-type: none"> exercise / sport ways to stay healthy diet and meal times 	Technology and the Environment <ul style="list-style-type: none"> technology social media inventions
Traveling Abroad <ul style="list-style-type: none"> Weather, seasons Temperature Clothing Travel items Prepositions City places City activities Geographical features - beach, mountains 	The Power of a Story <ul style="list-style-type: none"> some parts of a legend Asian/Mayan life life when younger narrate and describe past daily routines 	Heroism <ul style="list-style-type: none"> inspiration characteristics traits types of heroes verbs of hope, emotion, doubt and certainty